

125th ANNIVERSARY

STATE COLLEGE
at
BRIDGEWATER



1840-41



1965-66

125th ANNIVERSARY

STATE COLLEGE

at

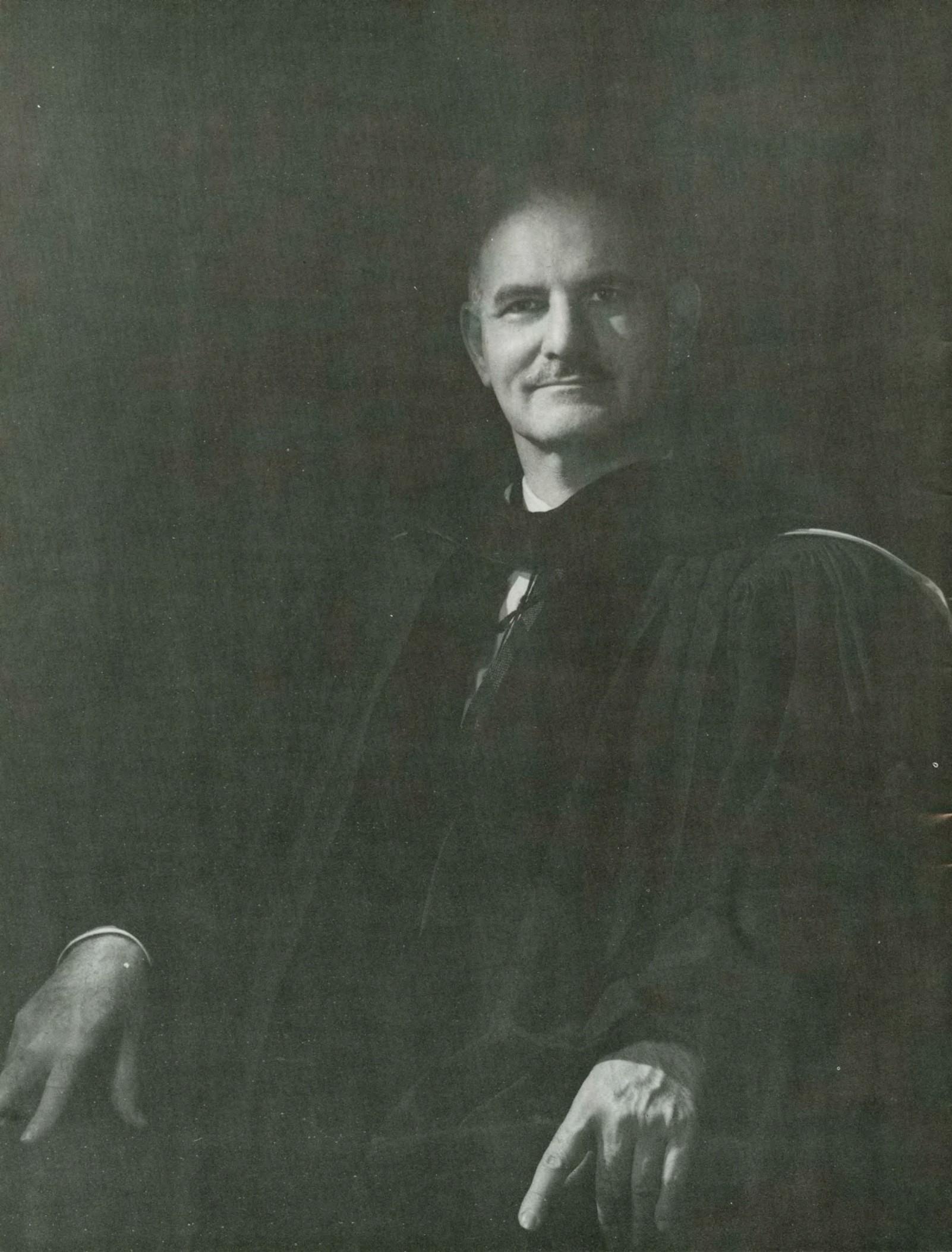
BRIDGEWATER



1840-41



1965-66





The Commonwealth of Massachusetts

State College at Bridgewater

Bridgewater 02324

May 9, 1966

On this historical occasion, it is an honor to write a brief message to the members of the college community and to all citizens of our Commonwealth. This College is the oldest continuously operated teacher training institution of higher learning in America still at its original location. It has sent forth thousands of educational and community leaders since it opened its doors on September 9, 1840.

Our graduates established teacher training programs in Mexico, Japan and Turkey, and founded institutions of higher education in America from the Atlantic seaboard to the Pacific Ocean. Our Alumni records show that 23 American and foreign institutions of higher learning have been or are being administered by presidents whose undergraduate education was secured at Bridgewater.

We have come a great distance since 1840. Then there were seven men and 21 women enrolled in the first teacher training curriculum. In the fall of this year, 1966, we anticipate an enrollment of more than 4500 men and women in the day and evening graduate and undergraduate program.

Continued rapid growth is anticipated over the years ahead in the number of faculty, the number of students, and the size of the physical plant. Although we are proud of our history, we know that the past must merely be prologue. The 10,000 living graduates of this College know we have always emphasized the ideal of service to the community, the state and the nation, and constant dedication to effective teacher preparation and to general academic excellence. This means that in a rapidly growing College we must make living, breathing realities of the old ideals of "friendliness" and "concern for the individual." Your College has established many ways and means of strengthening the academic, the student personnel, and the wider community aspects of the College through formal and informal committees, councils, publications and other means of continuous communication and participation. These are today's ways and means of creating the genuine college community which existed when the institution was one-quarter, one-tenth, and one-twentieth of its present size.

Today, then, as for the past 125 years, to quote from an old catalog, "The Bridgewater ideal permeates all curricula: the spirit breathed into its simple beginning by men who encouraged learning not as an end but as a means, the spirit that makes for unselfish service, ministering to others."

Adrian Rondileau
President

AR/t





JOHN A. VOLPE
GOVERNOR

The Commonwealth of Massachusetts

EXECUTIVE DEPARTMENT
STATE HOUSE, BOSTON

TO THE STATE COLLEGE AT BRIDGEWATER

I would like to extend my heartiest congratulations and those of the Commonwealth of Massachusetts to you on the 125th Anniversary of the founding of the State College at Bridgewater.

The tremendous and exemplary progress of public higher education in Massachusetts is no more evident anywhere than on the campus of the State College at Bridgewater. Since the year 1840, when the first foundation stones for the enduring public education system of the United States were laid there, its graduates in the liberal arts and sciences have written a record of inspiring accomplishments in every field of endeavor.

The State College at Bridgewater now is in the midst of a multi-million-dollar development program which will ensure the continued high quality of its faculty and curriculum. I am fully confident that the Bridgewater graduates of the next 125 years will be in every way even better trained and prepared to make their necessary and desired contributions to the advancement of their fellow citizens and this great land.

Please accept my best wishes for continued success on the same high level as in the past.

Sincerely,

A handwritten signature in black ink that reads "John A. Volpe". Below the signature, the word "Governor" is printed in a smaller, sans-serif font.

AD HOC 125th ANNIVERSARY COMMITTEE



*Dr. Frank J. Hilferty
Director Division of
Science & Math*



Dean Lee Harrington



*Dr. Jordan Fiore
Director Division of
Social Studies &
Political Science
Co-Chairman Anniversary
Souvenir Booklet*



*Dr. James V. DiNardo
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*Mr. Henry F. Werner
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*Dr. Ellen M. Shea
Dean of Student
Personnel
Chairman Ad Hoc
125th Anniversary
Committee*



*Dr. Henry Rosen
Chairman Audio
visual Department
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Dr. Lawrence Mish



Mr. Paul Kelly

PROLOGUE TO THE FUTURE

The State College at Bridgewater and the Normal School movement in America began with a group of dedicated men appealing to the people and to the Legislature through the press and other means of public address urging the establishment of a State Board of Education and of Normal Schools for the better training of teachers for the Commonwealth of Massachusetts.

James G. Carter of Lancaster, writing under the pseudonym of "Franklin" in the BOSTON PATRIOT of 1824-1825, was the first to call public attention to the necessity and advantage of Normal Schools. He stated that "the first step toward a reform in our system of popular education is the scientific preparation of teachers for the free schools. And the only measure that will insure to the public the attainment of the object is to establish an institution for the very purpose."

After twelve years of persistent effort, the General Court passed an act establishing the Board of Education which was signed by Governor Edward Everett on April 20, 1837. The Board at its first meeting elected Horace Mann, a well-known Boston lawyer and a graduate of Brown University, as its Secretary and immediately made plans to hold conventions in every county for the discussion of public education.

In March, 1838, Edmund Dwight of Boston, a member of the Board of Education, offered to furnish \$10,000 "to be expended under the direction of the Board, for qualifying teachers for our common schools" on condition that the Legislature would match the amount for the same purpose. On April 19, 1838, the resolves passed the Legislature placing at the disposal of the Board \$20,000 for the establishment of schools for the education of teachers as an experiment for three years.



Old Town Hall, Home of the school the first six years.

Led by the Rev. Charles Brooks of Hingham who had been greatly influenced by the Prussian Normal School system during a trip to Europe in 1835, the citizens of Plymouth County were the first to petition the Board for the location of the school in the Old Colony district. The Board voted to establish a Normal School in Plymouth County "as soon as suitable buildings, fixtures, and furniture, and the means of carrying on the school, exclusive of the compensation of teachers, shall be provided and placed under the control of the Board." Six months later, in December of 1838, it was voted to establish two other Normal Schools at Lexington and Barre.

A convention was called at Hanover, Massachusetts, on September 4, 1838, to spark the idea of teacher training on the local level. It was well attended and included such supporters as John Quincy Adams, Horace Mann, and Daniel Webster. The Rev. Charles Brooks introduced a resolution to raise in the several towns of Plymouth County another matching sum of \$10,000 for the erection of a school. An association of five trustees was incorporated with power to provide the buildings. At meetings held in various towns amounts of \$8,000 were pledged with individual citizens offering up to \$2,000 if the school were to be established in their town.

The competition for the site was among Bridgewater, Plymouth, and Middleborough. At a public hearing on March 26, 1840, the decision was to locate the Normal School in Bridgewater under these conditions set by the Board:

That the school be established at Bridgewater for the term of three years, on condition that the people of the town put the Town House in such a state of repair as may be necessary for the accommodation of the school, and that they place at the disposal of the Visitors** the sum of five hundred dollars to be expended in procuring a library and apparatus, and that they give reasonable assurance that the scholars shall be accommodated with board within a suitable distance at an expense not exceeding \$2.00 per week.

The town of Bridgewater accepted these conditions, and thus it was that the Normal School at Bridgewater opened its doors in the Old Town Hall on September 9, 1840, to a class of twenty-one ladies and seven gentlemen.



*The First State Normal School Building in America
Erected in Bridgewater, Mass. in 1846*

As the Normal School experiment continued, the idea of providing suitable buildings for the Schools took root with some thirty or forty supporters of popular education. Meeting with Horace Mann in the winter of 1844, this group petitioned the Legislature for a sum of \$5,000 to be placed at the hands of the Board of Education for the purpose of providing proper accommodations for the Normal Schools.

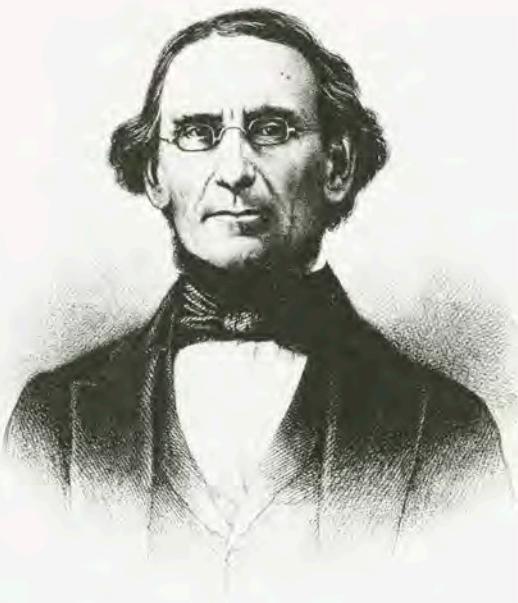
On March 10, 1845, the Legislature appropriated the sum of \$5,000 for the permanent founding of teacher training schools with the stipulation that a matching sum be provided by the towns concerned. Plymouth pledged the amount required and made strenuous efforts to have the school relocated there. The citizens of Bridgewater were also willing to comply with the conditions and thought that, since the school had been established experimentally at Bridgewater, it should now locate there permanently.

After considering the claims of both towns, the Board of Education voted on May 28, 1845, to erect a permanent Normal School building at Bridgewater. Plans went into effect immediately; and more than a year later, on August 19, 1846, the first Normal School building in America was dedicated at Bridgewater. The timeless impact of the moment was aptly expressed by Horace Mann when he said at the dedication ceremonies: "Coiled up in this institution, as in a spring, there is a vigor whose incoiling may wheel the spheres."

Under the administration of Nicholas Tillinghast (1840 - 1853) the Normal School at Bridgewater laid broad and deep foundations. His Principalship is divided into two periods, the first from the commencement of the school in 1840 to 1846 - a period of nineteen terms in which pupils were required to attend two terms which did not have to be consecutive, and the second period, from 1846 to the date of Principal Tillinghast's resignation in 1853 - during which pupils were required to remain for three successive terms of fourteen weeks each.

During the first period, the attendance was very irregular with pupils attending one term, then remaining out and teaching one or more terms before returning. The fluctuation in enrollment had such a depressing influence upon the work of the school that Principal Tillinghast wrote a letter of resignation in 1845 to the Secretary of the Board of Education. The resignation was not accepted but was of sufficient weight as to result in the Board's ruling that pupils must re-

** Visitors — members of the State Board of Education



*Nicholas Tillinghast
Principal 1840 – 1853*

main in the School for three consecutive terms.

Excerpts from the catalogue of 1849 will indicate the course of instruction during the early years of the 1850's. It was regulated that no one be received into the school who did not profess an intention of becoming a teacher, and then only under stringent rules.

Male candidates had to be at least seventeen years of age and female applicants at least sixteen. They had to possess a certificate of good moral character and present themselves for examination in Reading, Writing, Grammar, and Arithmetic on the first day of the term. Tuition was gratuitous to those who intended to become teachers in the Common Schools of the State. Each pupil paid a dollar a term which covered all the incidental expenses, including the use of books which were furnished by the School.

Board was to be had with private families at about \$2.00 a week. A typical course of fourteen weeks included Parsing, Essays, Mechanics, Hydrostatics, Pneumatics, General Grammar, Book-

keeping, Optics, and Enunciation. After the first term, pupils were allowed to select one or two PERMITTED electives among Algebra, Surveying, Rhetoric, and Natural History. At the close of each term, students were questioned by examiners from the Board of Education and every graduate, "who have satisfactory evidence of proficiency," was entitled to a certificate.

The Board of Education in those early days provided the plans for a Model School in connection with each Normal School, composed of children of the neighborhood who were to be taught by the Normal School pupils under the eye and direction of their teachers. For the first six years of Bridgewater's trial existence, the Model School was kept in a house erected for the purpose by the Centre School District, just south of the old Town Hall. Afterwards, the Practice School was kept in the Model Schoolroom in the lower story of the Normal School building.

This Model was under the direct and daily supervision of the Principal of the Normal School, and its teacher was appointed by Mr. Tillinghast. The Bridgewater students were required to spend at least two weeks of their senior term in actual teaching as Assistants to the teacher of the Model School, after a period of careful observation. Practice teaching was not overwhelmingly accepted by the Normal pupils. Those who had taught before coming to Bridgewater felt that they were not especially gaining by this practice; and those who had never taught before did not become sufficiently interested to appreciate the work, while some parents preferred that their children should not be "experimented with." Mr. Tillinghast was quite willing to close the school in 1850. It was later revived under the administration of Albert G. Boyden and along with apprenticeship-teaching became the forerunner of the Burnell School and the elementary and secondary training program today.

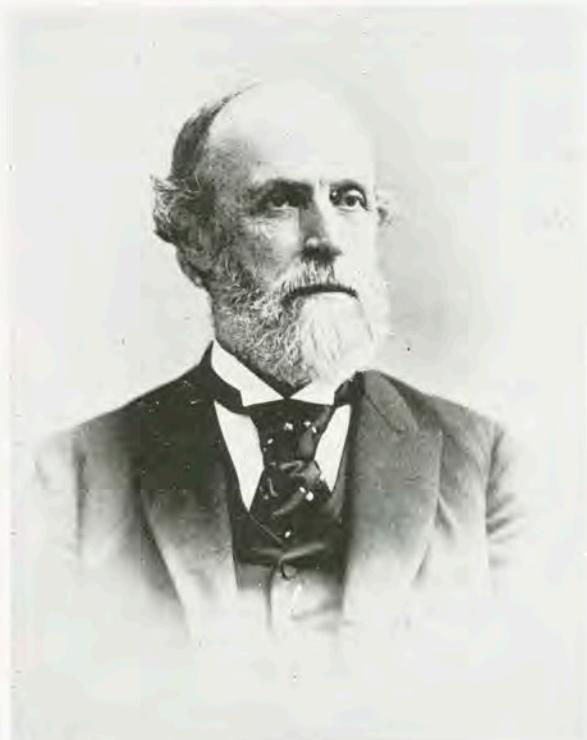
The difficulties faced by Principal Tillinghast during the incipient years of

this institution were challenging ones. The lack of a suitable building and the equipment for good teaching, the insufficient appropriations of the Legislature to meet the urgent needs of the School and to hire necessary Assistants, and the short periods of attendance during the first six years, forced Nicholas Tillinghast to make many physical and financial sacrifices. But Mr. Tillinghast, a native of Taunton and a graduate of the United States Military Academy at West Point, wanted to build a professional school with a distinctive purpose - the fine art of teaching. And to this end he dedicated his career.



*Marshall Conant
Principal 1853 - 1860*

The brief but significant administration of Marshall Conant (1853-1860) saw the influence of practical science emerge at Bridgewater. Scientist, civil engineer, inventor, and architect, Marshall Conant's long interest in education led him to friendship with Principal Tillinghast; and Mr. Tillinghast recommended him for the Principalship in 1853. During these years the demand for graduates of higher qualifications induced many of the students to extend their preparation beyond the required course of one year. The Board of Education responded



*Albert Gardner Boyden
Principal 1860 - 1906*

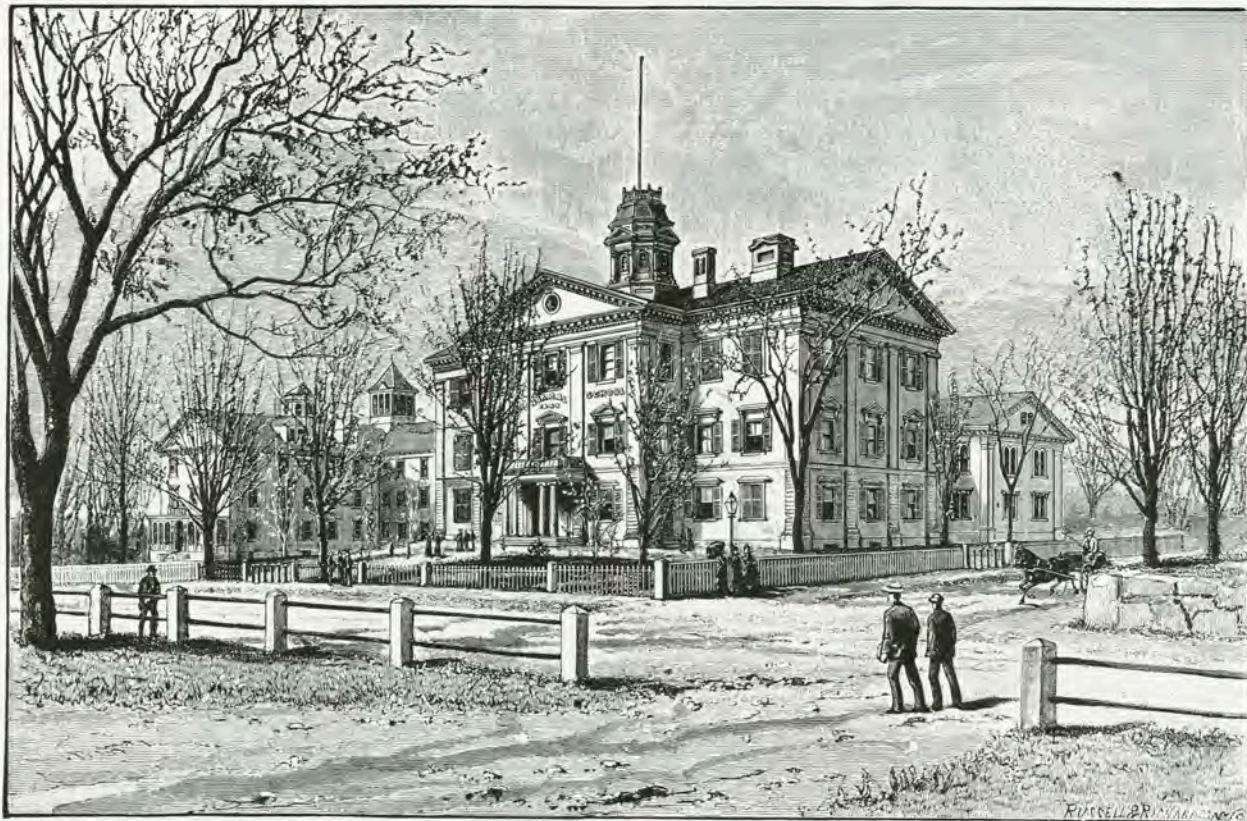
in 1854 and extended the time of the required course to three consecutive terms of twenty weeks each. Library and instructional apparatus improved at the School, while the number of students continued to increase. Studies were divided into five departments - Didactics, Literary studies, Mathematics, Natural Science, and Miscellaneous.

After the close of the Civil War, the School began its more rapid growth. The United States was expanding under an impetus of adventure and experimentation, and there was a growing demand for trained teachers. Albert Gardner Boyden assumed the Principalship in 1860. A native of South Walpole, Mr. Boyden had been an Assistant under Nicholas Tillinghast and Marshall Conant and was a true student of education. In March of 1865 the required course for the diploma was lengthened to two years. In 1861, the original School building was repaired and enlarged. The first boarding hall to be erected for a Normal School in Massachusetts was completed at Bridgewater in 1869 and was later enlarged in 1873. Each room had two

closets, a carpet, furniture - including a mattress and pillows, and was heated by steam, lighted by gas, and thoroughly ventilated. Two students occupied each room. One wing of Normal Hall was occupied by gentlemen. (Thus the modern concept of "co-ed" dorms really originated here!) The Hall was under the charge of the Principal who resided in the house and boarded with the students.

The end of the first decade of Mr. Boyden's office saw the school firmly established in the public confidence with its graduates greatly respected and admired. The next twenty years witnessed the establishment of an Advanced four year course, the second enlargement of the original building with the addition of a third floor and observatory, the re-establishment of the Model School discontinued thirty years before, and Bridgewater's emergence as a worldwide force.

In the period from 1885 to 1903, students came from various sections of the country and from many foreign countries such as Puerto Rico, Chile, England, Mexico, Peru, Canada, Burma and Armenia, seeking professional study at Bridgewater. Two students entered the school in 1885 under official arrangement with the government of Chile, and they returned to South America after completing a three years' course, one to become a professor in the College of Santiago and the other Superintendent of Schools for the northern province of Chile. By far the most famous foreign students was Shuje Isawa who attended Bridgewater Normal from 1875 to 1877, later taking a degree at Harvard University. Isawa was a member of the Japanese aristocracy and became President of the Higher Normal School in Tokyo, revolutionizing Japanese teacher training by the introduction of the Pestalozzian methods of object teaching.



Normal Hall

Normal School

Laboratory, 1881

Mr. Armeneg Chamichian, a teacher for a number of years in Armenian schools, came to Bridgewater in 1907 for a course that would prepare him for teaching in the Normal Schools in his own country. After a successful course at Bridgewater, he returned to Armenia and became Principal of a Normal School. Mr. Jesse S. Matossiari of Aintab, Syria, graduated in 1903, going on to Aintab, Central Turkey College after graduate work at Yale to assist in the training of teachers in Turkey. Both men lost their lives in World War I.

This period was also characterized by the greatest physical expansion of the college. Four and one-half acres of land was purchased for the use of disposal in the irrigation of growing crops and grass land, and in 1881, lower Campus,

later known as "Boyden Park", was added to the use of the School.

Finally, in 1890, with the School's enrolment grown to 250, a new brick Normal School building was erected. Tillinghast Hall was added in 1896, and Normal Hall was enlarged. Professional development kept pace with exterior development. The gymnasium in the new building and later the Albert Gardner Boyden gymnasium completed in 1905 made possible the systematic teaching of physical training and the introduction of manual training courses in the Sloyd method. The drawing and English courses were improved as was the teaching of science with the completion of a well-equipped laboratory annex. Beginning in 1894, only high school graduates or those possessing equivalent education were admitted.

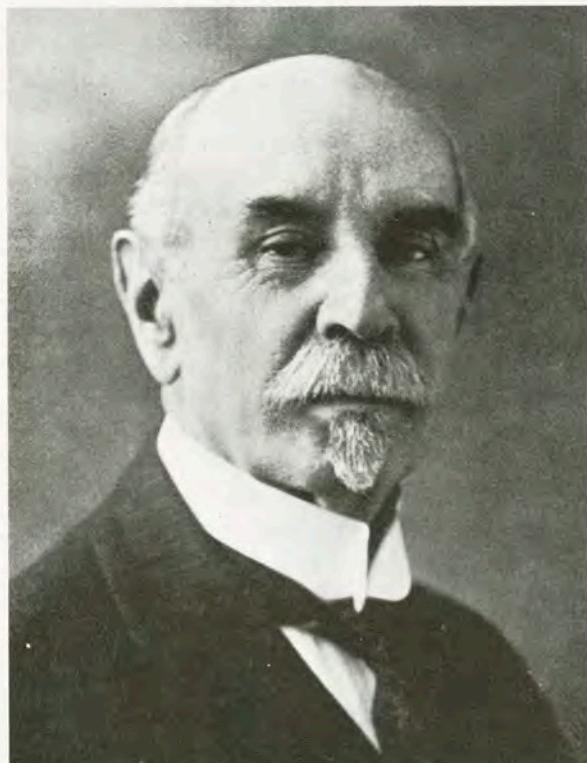


Second Normal School Building

1890

In 1906, Albert G. Boyden became Principal Emeritus and continued as instructor in psychology until his death in 1914. His son, Arthur Clarke Boyden, Assistant Principal, a graduate of Bridgewater Normal in 1871, and of Amherst in 1876, was named to succeed his father thus maintaining the steady growth and development of the Normal School. In 1907, Mr. Albert Gardner Boyden presented the school with a natural science garden, and four years later, a wealthy alumna, Mrs. Elizabeth Richmond Stevens, donated a large greenhouse which was built there. In 1911, a new dormitory, New Woodward Hall was added, and in 1916, Old Normal Hall, which had been built in 1869, was torn down to make way for a New Normal Hall, now Tillinghast. Elementary, Intermediate, and Kindergarten-Primary curricula were added at this time, and a teacher-librarian course was introduced in 1917.

Academic recognition and excellence resulted in 1921 in a Legislative Act empowering the Normal Schools to award the Bachelor of Education degree to any person completing a four year course in a Normal School. Bridgewater was one



*Arthur Clarke Boyden
Principal 1906 – 1933*

of the five State Normal Schools which granted the degree.

On December 10, 1924, a disastrous fire completely destroyed three of the



Woodward Dormitory for Women 1911

Tillinghast Hall (Women's Dorm & Dining Room)



main buildings - the main brick building, Tillinghast Hall, and Old Woodward dormitory. The only buildings saved were Normal Hall, New Woodward, and the boiler house. The boiler room was repaired and temporary classrooms were set up in the basement of New Woodward, the gymnasium, and in the vestries of the churches. The Training school was opened on half time at the McElwain School.

But Bridgewater was ready to rebuild.

The gift of a lot of two acres of adjoining land by the will of Samuel P. Gates ('57) on which the new school buildings were erected furnished the school with a beautiful quadrangle area. Mr. Gates' house, which became a dormitory, is now the President's home. The new main building - Boyden Hall; a separate Training School, named in honour of Miss Martha Burnell in 1956; and a new Tillinghast Dormitory were formally dedicated on October 22, 1926. Murals on



Martha Burnell Training School

the walls of Horace Mann Auditorium in Boyden Hall depicting various phases of educational history and the nine muses were painted by students of the now Massachusetts College of Art. These and other decorations throughout the building were the gifts of the Alumni Association.

In 1933, by an act of the Legislature, Bridgewater State Normal became Bridgewater State Teachers College and granted the degree of Bachelor of Science in Education. Dr. Arthur Clarke Boyden was named the first President of Bridgewater Teachers. The course for all students was lengthened to four years with the last three year class graduated in 1937.

Upon the death of Dr. Boyden in 1933, Dr. Zenos E. Scott, graduate of Indiana Normal, Evansville College, and of Columbia University, was named to the Presidency. A former Superintendent of Schools in Springfield, Massachusetts,

Dr. Scott was a member of many educational committees in the state and played a prominent role in elementary curriculum development. He resigned to accept the post of Superintendent of Schools in Louisville, Kentucky, in 1937.



John J. Kelly
President 1937 - 1951

Mr. John J. Kelly, instructor in education, Dean of Men at Bridgewater State Teachers College, and a graduate of Fitchburg, Boston University, and of Boston College, succeeded Dr. Scott. In 1937, the Graduate School opened, granting the Master in Education degree with the completion of a one year course and of practice teaching. President Kelly's administration saw many curriculum changes in undergraduate programs. The program for the first two years was especially strengthened.

The years 1952-1962, under Dr. Clement C. Maxwell, saw Bridgewater State Teachers College prepare itself for gradual emergence in the liberal arts. Strong majors in history, English, earth science, biology, and mathema-



Dr. Zenos E. Scott
President - 1933 - 1937



Clement L. Maxwell President 1951 - 1962

tics-science were developed. Faculty expansion followed, and many professors with advanced degrees improved the curriculum.

The Mens' Dormitory was added, as were Pope Hall and the Gymnasium. The



Clement C. Maxwell Library

library expanded tremendously thanks in large part to Alumni and student gifts. The Boyden gymnasium was refurbished as a library and dedicated in honour of Dr. Maxwell in 1963. In later years it has outgrown its quarters and new library facilities are now a primary need. Even more significant was the rechristening by the Legislature in 1961 of Bridgewater State Teachers College to Bridgewater State College or, more precisely, the Massachusetts State College at Bridgewater.

In this present decade, Bridgewater State College is undergoing its greatest



The Men's Dorm



Pope Hall

physical and intellectual growth since Albert Gardner Boyden's vigorous leadership. Under the guidance of Dr. Adrian Rondileau, the college has added a two million dollar science building, for which plans were developed during Dr. Maxwell's administration, will begin a massive and urgently needed Student Union building in 1967, and will lay the cornerstones for two new dormitories to be constructed during the 1966-67 academic year on the slope of Great Hill. Spacious and functional religious centers such as the Newman Center and the Christian Fellowship Center have recently been completed, and plans for a new library are on the drawing board.

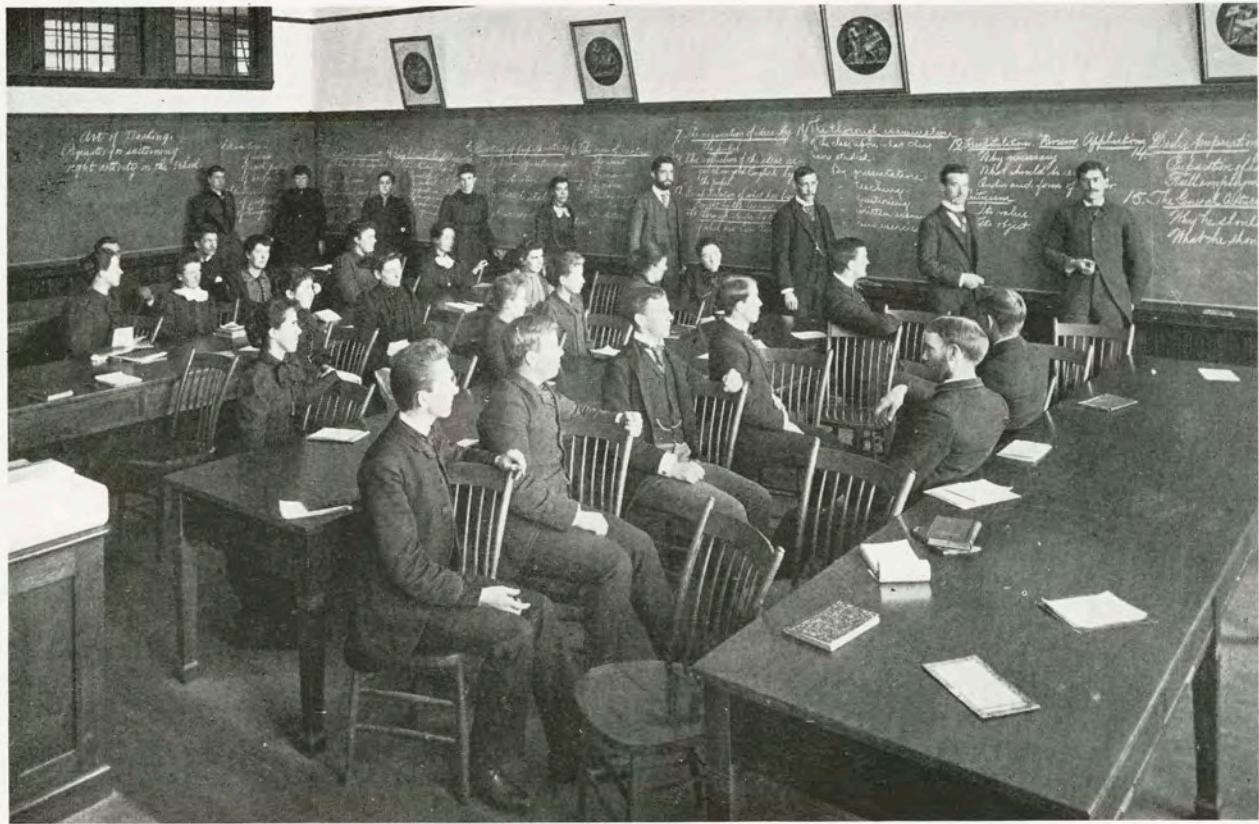
The Class of 1966 will be the first students in Bridgewater's history grad-

uating with a Bachelor of Arts degree. The academic requirements of both undergraduate and graduate schools have been greatly strengthened. Course offerings and course content have similarly expanded with the aim of making Bridgewater the intellectual pivot of Southeastern Massachusetts, meeting the challenge of a diverse and mobile population with excellence in instruction.

The history of Bridgewater State College is the history of popular education in the United States and in Massachusetts. As the needs of our democracy have changed during the last 125 years, so too has Bridgewater met the test of creative teaching and high purpose following carefully the motto, "Not to be ministered unto, but to minister."



Science Building



Men's Psychology Class 1893



Present Day Class

1966

STATE COLLEGE

COMMENCEMENT

Presiding

*Dr. Adrian Rondileau
President of the College*

Processional

*Dr. George A. Weygand
Marshal of the College*

The Star Spangled Banner (First Stanza)

Keye

College Chorale:

*"The Heavens Are Telling"
"Climb Every Mountain"
Miss Dorothy R. Ferry, Director*

*Haydn
Rogers*

Meditation:

*"A Lyric of the History of the Bridgewater State College"
College Verse Choir, Dr. Karen DuBin, Director*

Recognition of Legislators

President Rondileau

Introduction of the Governor

President Rondileau

Address: "THE FUTURE CHALLENGE"

*The Honorable John A. Volpe
Governor
Commonwealth of Massachusetts*

at BRIDGEWATER

PROGRAM 1966

Symbolic Laying of the Cornerstones

*of the new Student Union
and of the new Student Residences*

Governor John A. Volpe

Naming of the Buildings

*The John J. Kelly Gymnasium
The Marshall Conant Science Building*

President Rondileau

President's Charge to the Class of 1966

President Rondileau

*Presentation of Degrees: Bachelor's Degrees
Master's Degrees*

*Mrs. J. Girard Chandler
Member, Board of Trustees of State Colleges*

Singing of the Alma Mater

*Recessional The audience will remain standing during the Processional,
 The Star Spangled Banner, the Alma Mater, and the Recessional.*

*The audience is requested to refrain from taking pictures
during the Commencement ceremony.*

June 5, 1966 - 2 p.m.

Opening Convocation

Dr. Adrian Rondileau, Presiding

PROCESSIONAL

AMERICA (*First Stanza*)

MEDITATION

DR. GEORGE A. WEYGAND *College Marshal*

INTRODUCTION: OFFICERS
OF THE SENIOR CLASS

PAUL H. O'BRIEN *President of the Senior Class*

INTRODUCTION: OFFICERS
OF THE S.C.A.

NORLINDA A. BERGIN *President of the S.C.A.*

ADDRESS

"TIME -- PAST, PRESENT, AND FUTURE"

DR. THOMAS H. CLARK

Logan Professor of Paleontology, McGill University, Montreal, Canada

ALMA MATER (*First Stanza*)

ALMA MATER

Dedicated to

ALBERT G. BOYDEN, Principal, 1860-1906

O loved Alma Mater we greet thee,
Thy daughters and sons from afar,
As often we pause in our toiling
To hail thee, whose children we are.

Chorus

Alma Mater! Alma Mater!
Safe for aye in mem'ry's Shrine.
Alma Mater! Alma Mater!
Praise and love be ever thine.

With strong, steady hand dost thou lead us,
Thy powerful arm is our stay;
Thy light is our beacon in darkness.
Which ever will lend us its ray.

Oh, may thy fair name live forever,
Be deeply impressed on each heart;
That we in our trials and triumphs
May ne'er from thy guidance depart.

RECESSIONAL

DEDICATION OF THE NEW GYM TO FORMER PRESIDENT JOHN JOSEPH KELLY

president 1937—51



**John Joseph Kelly
President 1937 — 1951**

his own Alma Mater. Bridgewater men invited him to most of their functions and he was an honorary member of Alpha Chapter, Kappa Delta Phi.

In his presidency, the college was visited by a committee from the American Association of Teachers Colleges, and Bridgewater was accredited by this body. Within a few years' time other accrediting associations added their notes of approval.

Dr. Kelly had served his apprenticeship under Dr. Arthur Clarke Boyden, Principal of the Bridgewater Normal School from 1906–1933 and the first president of Bridgewater Teachers College. He carried on the traditions so well established by the Boydens and set an example of love of Bridgewater and understanding of the Bridgewater spirit and a genuine belief in the life of service as exemplified by our college motto. With his death in November, 1951, Bridgewater lost a President who was, in the words of his successor, "a true giant among men."



Dr. John J. Kelly, for whom the new college gymnasium has been named, served as president of Bridgewater Teachers College from 1937 to his death in the fall of 1951. To the men of the college in the 1920's and 1930's he was the chief friend and advisor during the years of his service as the college Dean of Men.

Dr. Kelly was born in Worcester, Massachusetts, July 24, 1883, and his family moved while he was a child to Fitchburg. He was graduated from Fitchburg Normal School and taught in the public schools of Littleton, Fitchburg, and Springfield. He came to Bridgewater in 1918 as an instructor in practical arts and his teaching program later expanded to include history of education, school law, and ethics.

In 1924 he was appointed Dean of Men, and for the next dozen years the men of the college attended his orientation course and his lectures on professional ethics. He willingly shared his many experiences with the students, telling them of pitfalls to avoid in practice teaching, of their relations to others in the profession, and of their opportunities to advance, and to all he was a willing listener, offering encouragement, aid, and work opportunities to students struggling through college in the depression years.

In addition to his teaching and administrative work, he supervised practice teachers in a number of cities and towns and expanded his educational and professional activities. He earned his Bachelor's degree from Boston University and his Master's degree from Boston College. After he assumed the presidency of Bridgewater, Providence College awarded him the honorary degree of Doctor of Law, and Rhode Island College awarded him the honorary degree of Doctor of Law, and Rhode Island College awarded him the honorary degree Doctor of Education. In addition, he served a term as president of the Plymouth County Teachers Association, was an active member of several education associations, and consultant to the Educational Policies Commission of the American Council on Education.

When Dr. Zenes E. Scott resigned in 1937, Dr. Kelly was appointed president of Bridgewater Teachers College. During his administration there were several important educational developments. The general education program of the college was strengthened, making the first two years almost exclusively liberal arts, a policy that was continued and developed by his successor. In the fall of 1937 the full-time graduate program was instituted, and the first Master of Education degrees were awarded in June of 1938. The continuing studies and summer school programs were instituted and developed, providing much needed service to the teachers of the area.

Throughout this period Dr. Kelly's interest in the activities of the men students continued. He was advisor to the Boyden Men's Club and the Men's Athletic Association and encouraged active participation by the men of the college in inter-collegiate and intra-mural sports attending many of the games and cheering Bridgewater teams even against

the continuing studies and summer school programs were instituted and developed, providing much needed service to the teachers of the area.

DEDICATION OF THE NEW SCIENCE BUILDING TO FORMER PRESIDENT MARSHALL CONANT

president 1853–60

Marshall Conant, the second principal of Bridgewater Normal School, was born in Pomfret, Vermont, January 5, 1801, of parents who had emigrated from Bridgewater, Massachusetts. He attended the district schools in his native state and in his youth was apprenticed to a carpenter. Having developed an interest in mechanics, he decided to become an architect and carried on a rigorous program of mental improvement.

He began his teaching in his own district and in his free time studied geometry, calculus and astronomy. At the age of twenty-four, with his limited education and equipment, he computed a lunar eclipse and a solar eclipse and was overjoyed to find his calculations verified. He also constructed a table for a systematic method of making his computations. In the summer of 1828, he calculated an Almanac for 1829, of which 10,000 copies were sold. He taught in Boston and Roxbury and in 1837 went to Hillsboro, Illinois, where he headed a new academy established there, in which his wife Roxanna also taught.

He returned to Massachusetts in 1841 and shortly afterward was named head of the topographical department of the Boston Water Works. He served in this post for four years during which the first major water lines of Boston were constructed. He made many computations in hydraulics, and some of his papers of this period are in the college archives.

When this work was completed he became the engineer in charge of constructing the new railroad from Dover, New Hampshire to Lake Winnipesaukee. In 1852 he moved to Bridgewater, the home of his ancestors, where he became superintendent of the Eagle Cotton Gin Company.

In Bridgewater he became friendly with Nicholas Tillinghast, a mathematician and engineer and a graduate of West Point, who was principal of the Normal School. He so impressed Tillinghast that when the principal resigned in 1853 he recommended that Marshall Conant be appointed his successor and the Board of Education concurred.

In his administration Mr. Conant expanded the scientific studies in the Normal School, adding books to the school library, anatomical plates, historical, geological and geographical maps, and scientific apparatus, including an orrery, which he made. He also helped to organize the Bridgewater Natural History Society and delivered the opening lecture to this group. He sent forth many excellent teachers, some of whom headed and developed Normal Schools in many parts of the country, and he brought to the Normal School faculty two of its most illustrious members, Albert Gardner Boyden and Eliza B. Woodward, both of whom came to the school in the fall of 1857. When he resigned from the principalship in 1860, the foundation of a professional school for teachers was firmly laid.

In 1862 George Boutwell, Director of the Internal Revenue Service, named Mr. Conant as his assistant, and for the next ten years Conant resided in Washington, D.C. He returned to Bridgewater in 1872, broken in health but with a clear and active mind, and completed a manuscript for an astronomical publication shortly before his death in Bridgewater on February 10, 1873.

Of Mr. Conant, his successor, Albert Gardner Boyden, wrote: "His whole mind and strength were given to his teaching; his genial manner, his ready command of language, and his faculty in illustration, always secured the attention of his pupils. In his favorite studies of Mathematics, Astronomy, and Mechanics, he was very clear, definite, and original in his methods. By his fidelity, his devotion, his enthusiasm, and the inspiration of his life, he was constantly drawing his pupils to higher fields of thought and higher attainment." Can there really be a better tribute to a teacher?



*Marshall Conant
President 1853 – 1860*



SYMPOSIUM, DIVISION OF PROFESSIONAL EDUCATION

An Ad Hoc Committee headed by Dean Ellen Shea planned the celebration of Bridgewater's One Hundred Twenty-fifth Anniversary for the college year 1965-66. A series of four symposia were planned - one symposium to be arranged by each of the four Divisions of the Faculty. Educators and alumni in the state were invited to attend the symposia.

The first symposium was programmed by the Division of Professional Education, Dr. V. James DiNardo, Director, and took place on October 6, 1965. The topic, "Frontiers and Directions in Teacher Education," was discussed in major addresses by Dr. Mortimer Smith, Executive Director, Council for Basic Education, and by Dr. Roy Edelfelt, Associate Director, National Commission on Teacher Education and Professional Standards, National Education Association. Both speakers agreed that teacher education has improved in recent years, but they differed in opin-



*Dr. Roy Edelfelt
Associate Secretary
Teacher Education and
Professional Standards NEA*



Dr. Mortimer Smith

ions of what constitutes a good preparation for teaching. Dr. Smith believed that more liberal arts subjects ought to be in the curriculum and fewer "methods" courses; he heartily disapproved of the professional accrediting agencies which dictate the standards for teacher training.

Dr. Edelfelt championed the accrediting agencies, saying that they insure a proper preparation for teaching which gives a feeling of confidence to the neophyte in the first few years in field. He believed that learning how to learn is more important than digesting a great deal of subject matter which may be outmoded in a few years. He asked for greater supervision of the graduate in the field by the teacher-training college until that graduate has obtained tenure. Following the addresses, a panel of faculty and students questioned the speakers.

SYMPOSIUM, DIVISION NATURAL SCIENCES AND MATHEMATICS

The Division of Natural Sciences and Mathematics, Dr. Frank Hilmerty, Director, arranged the second symposium which was held on November 3, 1965. The subject was "Problems of Expanding Population." Dr. Adrian Rondileau and Dr. Hilmerty greeted the audience who then heard Dr. Terence Burke, Geographer at the University of Massachusetts, speak on "There Is No Problem, Only Problems." Dr. Burke listed the problems as: 1. The use of terrestrial space so that there would be room for an 'infinite increase of people'; 2. The improvement of the quality of urban life; 3. The control of population. Dr. Burke said that he was optimistic about the future because man

has the answers to control population growth. He also has the technical knowledge to make habitable all parts of the earth. The second speaker, Dr. Marshall C. Balfour, Consultant to the Population Council of New York, took for his topic, "Population Growth and Prospects for Its Control with Special Reference to Asia and the Far East." Dr. Balfour said that people are becoming aware of the need for population control and that within the past few years governmental policies regarding birth control have begun to change. Agricultural improvements and family planning will solve the problem of too many people on earth was his optimistic conclusion.

SYMPOSIUM, DIVISION OF SOCIAL STUDIES AND POLITICAL SCIENCE

On Thursday, March 3, 1966, Dr. Jordan D. Fiore, Director of the Division of Social Studies, and the faculty members of that division, presented Dr. Thomas O'Connor of Boston College and Dr. Frank Freidel, Jr., of Harvard University, in a program for the third symposium, entitled "The Challenges We Face." Dr. O'Connor spoke on "The Challenges of the 1840's," and Dr. Freidel dealt with "The Challenges of the 1960's." Both Dr. O'Connor and Dr. Freidel found it necessary to begin earlier than the decades specified to trace the origins of the challenges they discussed. Dr. O'Connor said that the period from 1820 to 1860 produced a revolution in the political, social, economic, and cultural structure of the whole nation. Democracy became triumphant in the 1828 election of Andrew Jackson, a "common man" whose elevation to the presidency broke the stranglehold of the eastern wealthy, educated class on that high office. A new sense of vigor, optimism, and freedom arose, culminating in the philosophy of Jacksonian democracy. The 1840's saw the emergence

of an economic system which would change the United States from an agrarian to an industrial society second to none in the world. The frontier disappeared when the nation reached from the Atlantic to the Pacific. Great cities developed; population increased rapidly. Opposition to tax-supported public education disappeared. Reform movements in church, state, and society were initiated. The reform movement for the abolition of slavery, culminating in the Civil War, overshadowed and stopped temporarily the reforms begun in temperance, woman suffrage, and other areas. Some of these reform movements were to be revived in the early twentieth century.

Dr. Freidel stated at the outset that the greatest challenge, one that comes to each generation, is to develop an informed public through education and that the 1960's face a greater challenge than any other period has known. By the 1890's, the technical advance begun in the 1840's had produced an enormous abundance but an acute mal-distribution of the goods of the world, a fact

(continued)

which resulted in the disastrous depression of that decade. Now began the "isms," Marxism and imperialism, to name two, which have not provided the solution to the dilemma. Imperialism led to the First World War and that war led to the second world war. The 1920's still had not learned how to channel the nation's abundance, and the depression of the 1930's resulted. The challenge came: would democracy work? Totalitarianism was on the rise. Our country responded by governmental responsibility for improving economic welfare without interfering with free enterprise. Our nation met the challenge of World War II by participation in it and by taking its share of responsibility for world order. In the 1950's came the challenge of communism and the need in the undeveloped countries which were countered by NATO, the Marshall Plan, and other aid programs. Then new problems arose: poverty pockets in our own land; overseas poverty; the population explosion in Asia; joblessness through automation; starvation in a world of plenty. Dr. Freidel said that President Kennedy's greatest contribution was his education of the American people in the idea that they are responsible

for the whole world, that their abundance must be made available to everyone everywhere, that good education, protected civil liberties, medical care, are the inalienable rights of human beings. President Johnson and Congress have implemented the ideas of his predecessors; the actions of Congress represent the beginnings to the solution of our internal problems. One of our greatest challenges now lies in the field of international relations; how can we alleviate the poverty of immense areas in the world?

Dr. Annabelle Melville, of the BSC History Department, commented on the ideas presented by Dr. O'Connor and enlarged on some of his statements. Dr. Shirley Kolack, assistant professor of Sociology, spoke from the point of view of that discipline on the internal challenges facing the United States which Dr. Freidel had outlined. A panel of seven history majors asked thoughtful questions which the guest speakers answered. The students were Joyce Rodrigues, Paul Vital, Joseph Chencus, Joan Stonehouse, William Slatery, William Cottle, and Maureen Walsh.



SYMPOSIUM, DIVISION OF HUMANITIES

The Humanities Division, Harold G. Ridlon, Director, presented on April 6, the fourth and final Symposium of the series. Four speakers, representing the five departments of the Division - Art, English, Modern Foreign Languages, Music, and Speech and Drama -- each presented a point of view about the relationship between higher education and particular creative disciplines, under the general theme "College and the Creative Arts." The speakers were Samuel Hirsch, Drama Editor and Critic of the Boston HERALD-TRAVELER; X. J. Kennedy, poet and translator, professor of poetry at Tufts University; Allison Macomber, sculptor and designer, Artist in Residence at Boston College; and Dr. Bela Nagy, concert pianist, composer, and professor of Music at Boston University's School of Fine and Applied Arts.

In his presentation, Mr. Macomber traced the changing modes in art and architecture during the



Mr. Samuel Hirsch

twentieth century, stressing the fact that vital and meaningful art has been produced most effectively through the fusion of knowledge, experience, and inventiveness. In this respect, the academic environment has provided a useful adjunct to the creative imagination which continues to impress itself on the contemporary scene. Artists today, while knowing and respecting such periods of art as Classic and Renaissance, no longer feel compelled to model their works on them, slavishly and unnaturally.

Dr. Nagy directed his attention primarily to the so-called cultural explosion, especially in its relation to college, support and government subsidization. He pointed out that, by and large, American audiences were being directed away from personal artistic encounters by media such as television, and that even government funding of artistic endeavors was often misguided or inadequate. He was quick to add, however, that in general the relationship between college and the creative arts had been a fruitful one because it had helped to introduce into the work of composers and performers alike a desirable sophistication which encouraged both aplomb and versatility.

Mr. Samuel Hirsch observed that the very title of the Symposium, "College and the Creative Arts" was a hopeful symbol of the new reconciliation which has occurred; once it would more appropriately have been "College versus the Creative Arts." He recalled the progressive elevation of theatre arts from their low social and economic position in the Nineteenth century. Moreover, he illustrated the changes in our own time by citing certain advantages which both theatre and the academic disciplines had gained through mutual contact. The emergence of college repertory companies represents, according to Mr. Hirsch, a truly enlightened stage in our cultural development.

Finally, Professor Kennedy, viewing in broad perspective and with refreshing humor the phenomenon of poetry in translation on the college campus, noted a new opportunity for the harmonious fusion of creativity and organized learning. The writer may, through his affiliation with an academic institution, both support himself in his creative endeavors, and introduce into the intellectual lives of his students something of the freshness and excitement of his own discoveries. Professor Kennedy's readings of some classical poems in various translations suggested the possibilities inherent in learning allied with inventiveness.



Professor Joseph C.
(X. J.) Kennedy



Professor
Allison Macomber
Sculptor



Dr. Bela Nagy
Concert Pianist, Composer

CAMPUS DEVELOPMENT

The school year 1965-66 was a year of the "bumper-crop" as regards expansion of the Bridgewater Campus.

In July the Commonwealth acquired sixty-five acres of land from the Perry Estate. This area is located off Burrill Avenue and north of the New Haven Railroad tracks. On this tract one 600-bed dormitory is already under construction. Target date for occupancy is February 1967.

Ground will be broken for the Student Union in the very near future. Plans are complete and the money has been appropriated (\$4,000,000). Target date for occupancy - Spring 1968.

Through the cooperation of the Massachusetts Correctional Institution at Bridgewater the Armstrong house between the gymnasium and the Newman Center, recently purchased for the college, has been razed. During the fall the rambling structure on the "Four Legged Tree Farm," a part of the 65-acre purchase, will also be demolished.



Aside from the proposed three six-hundred-bed dormitories, Great Hill will be the site of a complete physical education plant from field house and stadium to play fields of all descriptions. An architect has been appointed and preliminary plan money appropriated.

A new library is on the drawing board, the designers have been at work on this project since April 1966. Funds for final plans and acquisition of land have not yet been appropriated.

Best news of all, architects have been appointed and money appropriated for a "master plan" of this college campus. When this task is complete, a new academic building and new residences will be in the planning stage.

In April the Legislature allotted \$52,000 for enlargement of existing parking areas and creation of a new 350-car parking lot on Great Hill.



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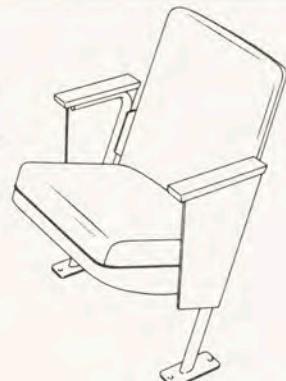


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